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ABSTRACT

A study was conducted in six south central Mississippi counties (1) to determine the incidence of part-time employment of in-school youth by age, grade, sex, and race; (2) to determine types of part-time jobs held by youths while in public school and their available work experience alternatives; (3) to obtain employed youth and their parents' reactions toward youth work in relation to school and future career plans; and (4) to ascertain barriers to part-time youth employment as perceived by youth, parents, and employers. Through questionnaires and interviews data was obtained from 100 cooperative vocational program students, their parents and employers; and 100 students not in the cooperative program, their parents and employers. Major findings were: youth aged 14 and 15 accounted for 30.9% of those employed between ages 14 and 19; except in the cooperative program employed males outnumbered females two to one; black males held a proportionate job share, but black females did not. Chain stores and restaurants provided one-third of youth jobs. Youth, their employers, and parents viewed the minimum wage requirement as a major youth employment barrier. Cooperative students, their parents and employers were much more favorably disposed toward work than were their counterparts. The cooperative model was recommended for study by those interested in enhancing work and school experiences of employed youth.
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Final Report

Project No. V0011VZ
Grant No. OEG-0-74-1684

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OE 031 634

ALTERNATIVE WORK EXPERIENCE PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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November 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

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Abstract

M. Ray Karnes

ALTERNATIVE WORK EXPERIENCE PROGRAMS

This study was conducted in six counties in the south central section of Mississippi in response to the following objectives: (1) determine the incidence of part-time employment pursued by youth in school by age, grade in school, sex and race; (2) determine the types of part-time jobs held by youths while in public school and the work experience alternatives available to them; (3) obtain the reactions of employed youth and their parents toward youth at work in relation to school and future career plans; (4) ascertain the barriers to youth employment on a part-time basis as perceived by youth, parents and employers.

Principals and home room teachers supplied student employment rosters, names and addresses of employers and parents. Questionnaires and interviews were utilized to obtain data from 100 students in the cooperative vocational program, their parents and employers, and 100 students not in the cooperative program, their parents and employers.

Major results are as follows: youth of ages 14 and 15 accounted for 30.9 percent of the total employed between ages 14 and 19. Employment by school grade ranged from one of 20 working while in the eighth grade to one out of four working during the senior year. Except in the cooperative program, employed males out numbered females two to one; black males held their proportionate share of jobs, but black females did not. Chain stores and restaurants provided one-third of the jobs held by youth. Nearly all of the boys engaged in construction worked with their fathers or brothers, but only a small minority in agriculture worked on their family farms. In the view of youth, employers and parents, the minimum wage requirement was the major barrier to youth employment.

The cooperative students, their parents and employers were so much more favorably disposed toward work than were their counterparts not associated with cooperative education that the cooperative model was recommended for study on the part of persons interested in enhancing the work and school experiences of all employed youth.

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ALTERNATIVE WORK EXPERIENCE PROGRAMS

Introduction

The study reported here has to do with the part-time work students perform for pay, for whatever reason: help pay school expenses and stay in school, help support their families, earn money to buy extra things they want, get started on a career, learn what the work world is like, etc. Whatever parents, teachers, employers, and other adults may perceive as the reasons why students want part-time jobs, young people in school seek employment for a great variety of reasons.

Much has been written and spoken about the problem young people of today have getting a job and in bridging the gap between school and the world of work. In an earlier day, youth abided by parental expectations and gradually took up the work of their elders without experiencing the current problems of transition from school to work. Major developments of the last several decades have magnified the problems confronting youth as they seek to enter the world of work, at first on a part-time basis as they attend school and later as young adults interested in full-time employment: (1) small family farms and family-owned stores and shops have yielded their place in the economic world to large enterprises, big business and corporate organizations of mammoth size. (2) Advancing technology has reduced sharply the relative number of unskilled and common labor jobs which formally afforded the youth of the country who were inexperienced, unskilled and relatively uneducated their first and early subsequent employment opportunities. (3) Changes in the birth rate from the severest of the depression years of the 1930's to the post World War II period resulted in such a dramatic change in the age distribution in the total population and in the labor forces of the country that the economy could not possibly have accommodated in the work world the hordes of young people who sought work during the 1960's and the early part of the 1970's, short of an increase in economic growth several times greater than actually occurred. The babies born during the low ebb of the birth rate of the 1930's became the employers of juvenile workers of the 1960's. And the post-World War II baby boom saw 3.8 million born in 1947 as compared with 2.6 million born in 1946; an increase of approximately 50 percent which was sustained well into the 1960's.

Thus the changes in the nature, size and the ownership of business, farm and industrial enterprises as technological changes occurred, and as young people accounted for unprecedented proportions of the total population and the labor force, unemployment among youth in the labor force from age 16 through 19 increased from 3.3 times that of adults of age 25 and older in 1961 to 5.5 times the rate for adults 25 and above by 1969. This occurred during a period of relatively high economic growth and a rate of inflation which seems tolerable today. Incidentally, unemployment rates for young blacks and other minorities remained approximately double that for whites during this period.

Perhaps the background sketched above and other more fundamental considerations prompted the U.S. Commissioner of Education, the Deputy Commissioner for Adult, Vocational and Technical Education, the editors of leading journals in education, and other professional and lay leaders in education across the land to launch a nation-wide campaign for an emphasis on career development and career education in the early 1970's, as a follow-up to interests generated earlier. Central to this thrust in all of education is the traditional American percept that work is integral with life and living, and that people need to experience work, learn to enjoy it and profit from it, from a relatively early age.

It is without doubt that the concerns expressed above prompted the present researcher to propose the current study which has to do with work experience on the part of youth as a means of bridging the gap between school and the world of work.

Students of vocational, technical and the newly emerging concept of career education have long recognized the merits of planned, coordinated, supervised and well managed work-study programs in terms of employment in which many people engage while attending school. Cooperative education--involving as it does the planning, supervision and coordination of on-the-job and in-school experience required to maximize the educational benefits of employment and at the same time establish the relevance of in-school activities to work--is being promoted throughout the country, mainly because of its many advantages:

(1) Provides the student with an experience base in the real work world which is helpful in making career decisions.

(2) Enables the student to earn an income and to begin to contribute to society through work while in school.

(3) Facilitates the transition from full-time school to full-time employment.

(4) Enables the student to establish a work history while in school and thus helps alleviate the problem faced by millions of youth who leave the school without ever having held a job for pay and join the ranks of the unemployed for an intolerable length of time.

(5) Solves the initial placement problem of the student who enters the cooperative program and facilitates subsequent placement. (The percentage of cooperative students enjoying continuing employment, in the occupation for which he is preparing, immediately upon leaving school, runs almost twice as high as for students pursuing pre-employment training only.)

(6) Increases career development opportunities for young people far beyond the limited number of occupations in which the school can offer pre-employment preparation.

(7) Adds to training the realism of the real world of work which is rarely accomplished in training programs conducted within the walls of school buildings.

(8) Exploits the resources within the service area of the school in the preparation of young people for work and in so doing builds a strong bond between the school and the community.

Objectives of the Study

While the purposes and the advantages of the various cooperative vocational programs (distributive, office occupations, home economics related, health occupations, diversified occupations, etc.) are clearly understood and accepted by educators, students, parents and employers associated with these programs, the overwhelming majority of students who work part-time are not enrolled in any kind of planned, coordinated and supervised work and study program. Members of this large majority simply get jobs and work part-time while attending school, before or after school hours, on weekends and during school vacation periods.

While a major emphasis has been placed on cooperative vocational education programs by the Mississippi State Board for Vocational Education for many years, only 1.25 percent of the students attending public secondary schools in 1974-75 were enrolled in cooperative programs. For each student enrolled in a cooperative program, it is estimated that from eight to ten were simply working part-time while attending school. The decision was made therefore to concentrate on this larger group of students who work part-time but not in connection with any of the several cooperative programs. While this report includes some data on cooperative vocational participants, this is for comparative purposes.

Another reason for concentrating on the larger group of working students is the fact that students below the age of 16 are not enrolled in the cooperative programs. Many youth below that age hold part-time jobs.

Initially, the plan was to include working junior college students, but for the following reasons they were excluded: (1) The investigators found early in the study that many working students in the junior college hold full-time jobs and attend school part-time. (2) These working students as a group are older than are undergraduates in four-year institutions of higher learning, and they are mature, adult workers. (3) Many of the junior college students employed part-time were working for the college and paid from work-study funds, most of which came from federal sources under the provisions of the Higher Education Act and the Vocational Education Act.

Elsewhere in this report (see section on Limitations), reference was made to the principle objectives of this project as set forth in the proposal. Because of rather abrupt economic and employment changes and two major labor relations conflicts in the area in which the study was initiated, these objectives were not achieved to an extent worthy of reporting. Therefore, objectives feasible of attainment under the circumstances were formulated as follows:

(1) Determine the incidence of part-time employment pursued by youth in school by age, grade in school, sex and race.

(2) Determine the types of part-time jobs held by youths while in public school and the work experience alternatives available to them.

(3) Obtain the reactions of employed youth and their parents toward youth at work in relation to school and future career plans.

(4) Ascertain the barriers to youth employment on a part-time basis as perceived by youth, parents and employers.

Limitations of the Study

The limitations of this study would have been restrictive had the objectives as projected in the original proposal been achieved. These objectives, laudable as they may appear, simply were not achieved in measure sufficient to justify more than a mere listing of them:

(1) Identify and describe the more creative but feasible work experience alternatives toward which business, industry, labor, community and civic organizations, school personnel, school boards, parents and students may be favorably disposed and for which general support may be obtained.

(2) Establish a basis for and prepare guidelines to facilitate a higher order of student and employer satisfaction in work experience programs.

(3) Analyze and clarify the legal, social, economic, employer, labor, parental, educational and travel barriers to work experience programs, and formulate plans for offsetting these barriers.

(4) Using the results obtained under 1, 2, and 3 above, develop guidelines which include suggested standards for work experience programs.

(5) For each of the alternative work experience programs identified, project costs to: (a) the employer, (b) the school, and (c) the student (or his parents). Also, project cost-benefits in each instance.

Several difficulties arose shortly after the project was launched. An area within which to collect data, four counties in the southern section of Mississippi, was selected in conformance with the criteria for site selection as set forth elsewhere in this report. Instruments for data collection were prepared. Relations were stablished with school officials, labor leaders and employers. Shortly after data collection was undertaken, the largest employer in Mississippi, located in the region selected, was caught up in a prolonged strike as approximately 23,000 workers walked out. This had an immediate adverse affect on the economy, on the willingness of leaders in education and business and industry to participate in the study, and on students and parents throughout the region.

In response to these developments, a second area was selected, in this instance six counties including one county from the site initially chosen. As data collection in the new area was undertaken, another major strike occurred. By the time of settlement, the 1974-75 recession was well underway. Youth employed part-time probably felt the brunt first as many of them from which initial data had been collected had lost their jobs by the time more detailed information from them, their parents and employers was saught. The 1975-76 school year was underway before enough young people employed part-time could be found to complete the study. Even then, it seemed advisable to restate the objectives as they appear in the section of this report devoted to that subject.

The reader should keep the following limitations in mind as he reads this report:

(1) The area within which the study was conducted is subject to volitale economic shifts.

(2) With organized labor a relatively new development in this part of the Deep South, labor-management relations are fragile.

(3) While the area within which the study was done is fairly typical of Mississippi, there are concentrations of affluence and centers of object poverty within it. Overall, the area is severely depressed by comparison with the country as a whole. This may mean that a disproportionately high percentage of young people work part-time while in school in response to economic necessity.

(4) The relevance of the results of this study is limited to areas with socio-economic and educational characteristics similar to the region in which the study was conducted.

(5) Except for data pertaining to students in cooperative vocational programs, their parents and employers, so many difficulties were experienced in sampling that a strong claim for representativeness cannot be made.

Methods and Procedures

Demographic, social, economic and educational data for the region under study were obtained from the U.S. Bureau of the Census, Mississippi Research and Development Center, Mississippi Employment Service, and the State Department of Education in Mississippi.

After personal interviews with school officials in all districts in the region, building principals and homeroom teachers executed brief inventory forms to provide the names and addresses of all employed students, their job titles and types of establishments in which employed, and parents' and employers' addresses and telephone numbers.

To obtain detailed information, a short instrument was mailed to a random sample of 100 drawn from each of the following groups: students enrolled in cooperative vocational program, working students not participating in cooperative programs, parents of students in cooperative programs, parents of working students not in cooperative programs, employers of students who work part-time and employers who do not hire part-time student workers. Except for cooperative vocational students, their parents and employers, repeated mailings and additional drawings from the total population, personal visits and telephone calls were required to obtain usable responses from 100 persons in each group. The possibility of changes in economic circumstances during the long period of time required to collect data prompts a word of caution about time and the ensuing economic change as an intervening variable.

Description of the Region in which the Study was Conducted

The following criteria served as guidelines for the selection of an area in which to conduct the study: (1) an area large enough to include the types of socio-economic patterns representative of those found in Mississippi, (2) an area which includes pockets of extreme poverty in rural sections and also at least one cent of population concentration enjoying a thriving economy, (3) an area where private school enrollment accounts for at least 10% of the total and (4) an area including at least one public junior college and at least one area vocational complex, (5) an area within which there is reasonable assurance that acceptance of and support for the idea of launching the project will be forthcoming from the groups, agencies, and institutions who will be involved.

In response to these criteria, a six-county region in the south central section of Mississippi was finally selected. These six counties comprise the district for one of the publicly-supported junior colleges of the state. Following a brief summary of facts about the state, a description of area selected will be presented.

Mississippi exemplifies the image of the Deep South, but is changing rapidly. (Current interim reports suggest that dramatic changes will have occurred by the time 1980 Census reports are available.) Presented here are examples of facts about Mississippi's recent past: (1) In 1970, 55.5 percent of the people of the state resided in rural areas. (2) During the 1950's, there was a zero increase in total population and an increase of only 1.8 percent during the 1960's. (3) Only 20 counties gained in population during the 1950's while the remaining 62 lost population. (4) During the following decade, 33 counties gained and 49 lost population. (5) Only five counties kept pace with the U.S. population increase rate during the 1950's, and only eight did so during the 1960's. (6) Ten counties in the state were under 10,000 in population in 1970, and 20 were under 20,000. (7) Approximately 12 percent of Mississippi's elementary and secondary pupils are enrolled in private schools, and this is almost a ten-fold increase since 1950. With no compulsory school attendance law, and with per capita and per family income remaining 50th among the states, the school dropout rate stays disproportionately high, as does the proportion of the school-age population classified as economically and educationally disadvantaged.

This area selected for the study is fairly representative of the state as a whole with reference to population distribution and changes during the last decade. The region includes two of the five Mississippi counties which exceeded the U.S. population increase rate during the 1960's and two of the 49 counties which lost population during that period as shown in Table 1. In two of the six counties, the concentration of people in urban communities is greater than for the state. Two of the counties are almost completely rural. All six of the counties experienced a net loss of non-white population.

The first three lines in Table 2 provide further indications of the extent to which the six counties are rural. Commercial forests cover

TABLE 1

DEMOGRAPHIC AND POPULATION DATA FOR COUNTIES

A THROUGH F

	County					
	A	B	C	D	E	F
Total Population, 1973	61,839	18,351	12,922	16,925	23,504	27,772
White Population	46,503	15,727	6,422	14,674	16,171	22,662
Non-White Population	15,336	2,624	6,500	2,251	7,333	5,110
Percent change in population, 1960-70	9.7	23.8	-4.5	11.2	-1.8	24.1
Population density per sq. mi., 1970	127	36	31	30	41	34
Urban population percent, 1970	77.8	56.7	0.0	1.9	33.2	37.6
Nonwhite population percent, 1970	24.8	14.3	50.3	13.3	31.2	18.4
Net migration, white 1960-70	1240	1890	-50	470	-990	3430
Net migration, non-white, 1960-70	-2850	-120	-1900	-560	-2070	-980

Total population in the six counties, 1973:	161,313
Total white population, 1973:	122,159
Total non-white population, 1973:	39,154
Percent non-white population, 1973:	24.3

SOURCE: U.S. Bureau of Census, Census of Population, 1970, General Population Characteristics, Mississippi, Final Report PC(1)-B26 (Washington: U.S. Government Printing Office, September, 1971).

Mississippi Research and Development Center, Handbook of Selected Data for Mississippi. (Jackson: The Center, January, 1976).

TABLE 2

SUMMARY OF ECONOMIC, INCOME AND EMPLOYMENT DATA FOR COUNTIES A THROUGH F

	County					
	A	B	C	D	E	F
Percent of land in commercial forests, 1967	72.2	76.7	50.9	73.5	61.0	67.8
Value of mineral products production, 1972 (in $1,000's)	2,790	267	4,966	28,813	6,883	606
Value of farm products sold, 1969 (in $1,000's)	2,984	822	5,109	3,021	5,061	4,192
Percent change in employment, 1960-70	14.6	37.9	-0.3	13.4	-4.4	31
Percent unemployed, 1974	3.5	6.6	5.4	3.3	4.6	6.6
Percent change in mfg. employment, 1964-74	27	-8	-13	48	63	1
Median per family income, 1969	6,756	6,485	4,569	5,704	4,976	6,403
Median white family income, 1969	7,839	6,817	6,388	6,257	5,851	6,882
Median black family income, 1969	3,639	3,961	2,449	3,179	2,830	3,913
Black family income as percent of white family income	46.4	58.1	38.3	50.8	48.4	56.9
Per capita income, 1973*	3,524	2,785	2,647	2,750	2,927	3,291
Percent of families below poverty level, 1969	21.9	20.6	39.2	27.6	36.7	25.9
Percent of families on welfare, 1970	13.3	9.1	29.8	22.1	22.1	29.0

*Per capita income in U.S. in 1973: $5,040; in Mississippi: $3,546.

SOURCE: U.S. Bureau of Census, Census of Population, 1970, General Population Characteristics, Mississippi, Final Report PC(1)-B26 (Washington: U.S. Government Printing Office, September, 1971).

Mississippi Research and Development Center, Handbook of Selected Data for Mississippi. (Jackson: The Center, January, 1976).

from half to in excess of three-fourths of the acreage in all of the counties. Agricultural production (mainly poultry and cattle), mineral and forestry products dominate the economy.

The economic situation as reflected by the figures in Table 2 is clearly on the down side, especially for blacks. In all six counties, the per capita income was substantially below that for the county, and in only two counties did the per capita income approximate that for the state. In 1969, per family income for blacks was less than half that for white families in three of the counties, and in the other three only slightly more than half. Perhaps this relates to the out migration of blacks reported in Table 1.

The relatively low unemployment percentages for 1974 as shown in Table 2 can be misleading. By the end of 1975, as a result of the 1974-75 recession, all these percentages had increased to the point that in two counties they had doubled according to unpublished estimates made by State Employment Security personnel. Furthermore, the percentages reported appear unusually low when viewed along side the high percentage of families on public welfare and the percentage of families below the poverty level as reported in Table 2. Managers of the Employment Offices located in five of the six counties hypothesized that the low unemployment figures are a function of the failure of many unemployed people to register as seekers of jobs and thus are not included as members of the labor force and are not considered when unemployment calculations are made.

The region selected for the study is representative of the state in terms of school enrollments and level of education of the adult population. In the two most affluent counties in terms of per family and per white family income according to data in Table 2, approximately one-third of the children of elementary and secondary school age who were in school in 1974-75 attended private schools while the percentage in private schools ranged from 2.5 to 11.7 in the other four counties as reported in Table 3.

As of 1970, the median number of years of school completed by persons ages 25 and above in the six counties was respectively 12.1, 11.5, 10.4, 10.7, 10.2 and 11.5 as compared with 10.7 for the state and 12.2 for the United States as shown in Table 3. In one of the counties slightly more than half of the people age 25 and over, 53.5 percent of the males and 53.5 percent of the females, had graduated from high school. At the low end of this educational index, only 33.7 percent of the males and 37.9 percent of the females 25 and over were high school graduates in the county where half the people are black.

A major state-supported university and a private, four-year church-connected college are located in one of the six counties. A private junior college operates in another county. The main campus of a comprehensive, publicly-supported junior college is located in a third county. An area vocational school operates in four of the six counties, two such schools in the fifth county, and in the sixth county an area vocational school is under construction. Private elementary and secondary schools are available in all six counties.

TABLE 3

SUMMARY OF EDUCATIONAL DATA FOR THE REGION, BY COUNTIES

	County					
	A	B	C	D	E	F
Total elementary and secondary school enrollment, 1974-75	17,614	5,349	3,361	4,962	5,464	6,881
Public school enrollment, 1974-75	11,796	3,645	3,093	4,816	4,822	6,712
Nonpublic school enrollment, 1974-75	5,818	1,704	268	146	642	169
Nonpublic percent of school enrollment, 1974-75	33	32	8	3	11.7	2.5
Median years schooling, adults 25+, 1970	12.1	11.5	10.4	10.7	10.2	11.5
Percent of male high school graduates, 1970	53.5	46.3	36.7	39.6	33.7	47.0
Percent female high school graduates, 1970	52.9	46.6	36.9	39.4	37.9	45.5

SOURCE: U.S. Bureau of Census, Census of Population, 1970, General Population Characteristics, Mississippi, Final Report PC(1)-B26 (Washington: U.S. Government Printing Office, September, 1971).

Mississippi Research and Development Center, Handbook of Selected Data for Mississippi. (Jackson: The Center, January, 1976).

Mississippi State Department of Education, Division of Administration and Finance, Public School Enrollment, 1974-75, and Non-Public School Enrollment, 1974-75 (Jackson: The Department, 1975).

Findings

After several attempts initiated during the school year 1974-75 as the recession worsened and many adults and even more young people who had held part-time positions lost their jobs, enough data were collected as the economic situation improved in 1975-76 to achieve some of the revised objectives of this study. Counselors, homeroom teachers and principals responded to brief instruments to provide the information reported in Tables 4 and 5.

Even though most adults may tend to assume that young people these days defer part-time employment until they are 16 years of age or until they enter the junior year of high school, 156 of the 1273 working students in the six counties were in the eighth grade as shown in Table 4, and 191 were in the ninth. Of the total of 347 in these two grades, Table 5 reveals that 183 were 14 years of age, 126 were 15 and 31 were 16. The 84 students age 15 from grades 10 and 11 who were employed brings the total number of workers that age to 210. Thus students 14 and 15 in grades eight through eleven account for 393 or 30.9 percent of the 1273 working students.

Overall, the 1273 employed students represent 9.3 percent of the 13,653 enrolled in grades eight through twelve in the public schools of the six counties in 1975-76. The percentage employed ranged by county, from 7.6 to 11.3.

For the region as a whole, there was an increase in the percentage of students employed as they progressed from grade eight to twelve: 4.9 percent of the eighth graders employed part-time and 18.8 percent of those enrolled in grade twelve. Bear in mind that Table 4 does not include the cooperative vocational students, nearly all of them seniors--158 out of the 167 shown in Table 7. With these 158 young people are included the total employment figure for seniors becomes 556, or 26.3 percent of the total enrollment in grade 12.

Non-whites in the six-county region accounted for 24.3 percent of the total population in the area as shown in Table 1, with County C 50.3 percent non-white for the high and County D with 13.3 percent non-white as the lowest. In contrast to figures for adult blacks in the labor force which show unemployment rates for females lower than for adult black males, the younger black female youths in the region studied held very few part-time jobs. Bearing in mind that blacks account for approximately one-fourth of the total population in this area, attention is called to the fact that only one of the 113 employed eighth graders age 14 was a black female (Table 5), and only one of the 38 working youths age 15 in that grade was of that sex and race. In grade nine, black females accounted for 10.0 and 6.8 percent of the employed youth ages 14 and 15 respectively. There was no black female employed at age 16 in grade eight, or age 16 or 17 in grade 9, or at age 18 in grade 10. Their black male counterparts, however, stayed very close to their proportionate number in the total population as they pursued part-time work while in grades eight and nine, while older black males in the upper grades lost ground in this regard and black females increased their employment as they matured and advanced in school.

TABLE 4

NUMBER AND PERCENT OF STUDENTS IN PUBLIC SCHOOLS WORKING PART-TIME BY GRADE AND COUNTY--1975-1976 (EXCLUDING COOPERATIVE STUDENTS)

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
County A						
Total Enrolled	1089	1009	941	896	744	4,679
Total Employed	41	75	78	131	162	487
Percent Employed	3.8	7.4	8.3	14.6	21.8	10.4
County B						
Total Enrolled	353	27[illegible]	368	263	231	1,592
Total Employed	30	31	23	26	34	144
Percent Employed	8.5	8.2	6.2	9.9	14.7	9.0
County C						
Total Enrolled	252	343	233	266	181	1,235
Total Employed	17	10	13	30	32	102
Percent Employed	6.7	2.9	5.6	13.3	17.7	8.3
County D						
Total Enrolled	439	439	382	300	297	1,857
Total Employed	22	31	49	49	58	209
Percent Employed	5.0	7.1	12.8	16.3	19.5	11.3
County E						
Total Enrolled	392	393	373	309	277	1,741
Total Employed	16	16	23	30	47	132
Percent Employed	4.1	4.1	6.2	9.8	17.0	7.6
County F						
Total Enrolled	653	547	522	444	383	2,549
Total Employed	30	28	22	54	65	199
Percent Employed	4.6	5.1	4.2	12.2	17.0	7.8
Grand Totals						
Total Enrolled	3178	3108	2819	2435	2113	13,653
Total Employed	156	191	208	320	398	1,273
Percent Employed	4.9	6.1	7.4	13.1	18.8	9.3

TABLE 5

NUMBER AND PERCENT OF STUDENTS IN PUBLIC SCHOOLS WORKING PART-TIME BY AGE, GRADE, RACE AND SEX--1975-76 (EXCLUDING COOPERATIVE STUDENTS)

Grade	Age	Total No. Working	White Males		White Females		Black Males		Black Females	
			No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
8										
	14	113	80	70.8	10	8.8	22	19.5	1	0.9
	15	38	18	47.4	5	13.2	14	36.8	1	2.6
	16	5	3	60.0	0	0.0	2	40.0	0	0.0
Totals		156	101	64.7	15	9.6	38	24.4	2	1.3
9										
	14	70	33	47.1	16	22.9	14	20.0	7	10.0
	15	88	56	63.6	6	6.8	20	22.7	6	6.8
	16	26	18	69.2	2	7.7	6	23.1	0	0.0
	17	7	5	71.4	0	0.0	2	28.6	0	0.0
Totals		191	112	58.6	24	12.6	42	22.0	13	6.8
10										
	15	77	44	57.1	26	33.8	5	6.5	2	2.6
	16	101	58	57.4	24	23.8	16	15.8	3	3.0
	17	28	21	75.0	2	7.1	4	14.2	1	3.6
	18	2	2	100.0	0	0.0	0	0.0	0	0.0
Totals		208	125	60.1	52	25.0	25	12.0	6	2.9
11										
	15	7	3	42.9	1	14.3	3	42.9	0	0.0
	16	184	125	67.9	37	20.1	17	9.2	5	2.7
	17	105	59	56.2	23	21.9	16	15.2	7	6.7
	18	12	8	66.7	0	0.0	2	16.7	2	16.7
	19	12	6	50.0	1	8.3	3	25.0	2	16.7
Totals		320	201	62.8	62	19.4	41	12.8	16	5.0
12										
	16	7	5	71.4	1	14.3	0	0.0	1	14.3
	17	253	132	52.2	81	32.0	21	8.3	19	7.5
	18	116	52	44.8	38	32.8	20	17.2	6	5.2
	19	22	15	68.2	4	18.2	2	9.1	1	4.5
Totals		398	204	51.3	124	31.2	43	10.8	27	6.9
GRAND TOTALS		1273	743	58.4	277	21.8	189	14.8	64	5.0

The age, race and sex differences in employment in 28 occupational categories are shown in Table 6. White males ages 16-19 accounted for 40 percent of the 1273 students employed during 1975-76, while white females in that age range represented only 16.7 percent of the total. The percentage for white males 14 and 15 years of age was 18.4 compared to 5.0 for white females that age. Blacks of all ages and of both sexes accounted for 19.8 percent of the total part-time employment, and this approximates their representation in the total school enrollment in the region.

In order to accent the age, sex and race differences in employment by occupational category, the following is presented with the top five job classifications for each group listed in descending order of incidence of employment:

White males, 14-15--janitoral/custodial, newspaper delivery, farm labor, construction, mowing lawns.

White males, 16-19--stocking shelves, farm labor, retail sales, janitorial/custodial, bagging groceries.

White females, 14-15--baby sitting, retail sales, waiter, dish washer, with four occupations with only two employed in each tied for the next four places.

White females, 16-19--retail sales, waiter, cashier, secretary, with baby sitting and clerical tied for fifth and sixth.

Black males, 14-15--janitorial/custodial, retail sales, short order cook, mowing lawns, with four occupations with four employed in each tied for the next four positions.

Black males, 16-19--custodial/janitorial, dish washer, short order cook, construction, farm labor.

Black females, 14-15--bagging groceries, janitorial/custodial, clerical, baby sitting, with only one employed in each of two other occupations.

Black females, 16-19--retail sales, stocking shelves, cashier, janitorial/custodial (the last three tied), dish washer.

The diversity of jobs pursued by students in the region under study while attending school is reflected in Table 6. However, two of the 28 categories of employment account for 278 or 21.8 percent of the jobs held: general retail sales and janitorial/custodial/cleaning. The latter category included only three students who indicated that they worked as household maids. The majority indicated that they were in the work-study program at school. All except six of the 61 boys in the construction category reported that they worked with their fathers or older brothers. By contrast, only 14 of the 83 who listed farm labor as their employment indicated that they worked on their parents' family farms. The others worked at cattle sales barns, horse stables, dairy farms, large poultry farms, etc.

TABLE 6

NUMBER OF STUDENTS FOURTEEN THROUGH NINETEEN EMPLOYED
PART-TIME BY OCCUPATION, AGE, RACE AND SEX, 1975-76
(EXCLUDING COOPERATIVE STUDENTS)

Occupation	Total No. Employed	White Males		White Females		Black Males		Black Females	
		14-15	16-19	14-15	16-19	14-15	16-19	14-15	16-19
Retail sales, general	146	13	43	13	52	10	4	0	11
Janitorial, custodial, cleaning	132	26	42	2	2	16	32	4	8
Waiter	84	9	13	10	45	2	1	0	4
Farm labor	83	21	52	1	1	1	7	0	0
Cook, short order	77	9	34	1	8	5	12	0	8
Stocking shelves, retail stores	74	8	55	0	5	3	3	0	0
Cashier, clerk	72	1	19	2	37	2	2	1	8
Bagging groceries	71	13	42	1	2	2	6	5	0
Construction helper	61	20	31	0	0	2	8	0	0
Service station attendant	55	7	40	0	0	4	4	0	0
Dish washer, bus boy	51	8	11	3	2	4	16	1	6
Babysitting, child care	44	4	0	25	10	3	0	2	0
Newspaper delivery	37	23	6	2	3	2	0	1	0
Mowing lawns, yard work	34	16	12	1	0	5	0	0	0
Food processing	33	13	15	0	0	3	2	0	0
Recreation workers	27	9	8	0	9	0	1	0	0
Clerical, typing, receptionist	26	3	7	2	10	0	0	3	1
Delivery Service	25	5	14	0	0	4	2	0	0
Machine operator, manufacturing	21	5	11	0	0	0	5	0	0
Greenhouse, nursery	18	5	9	0	2	1	1	0	0
Auto repair	17	6	11	0	0	0	0	0	0
Secretary	15	1	2	1	11	0	0	0	0
Medical, dental, nurse's asst.	13	0	4	0	8	1	0	0	0
School bus driver	13	0	9	0	0	4	0	0	0
Misc., odd jobs	13	0	3	0	6	2	1	0	1
Lumbering and forestry	12	4	4	0	0	2	2	0	0
Appliance repair	10	2	7	0	0	0	1	0	0
Moving, storage, shipping	9	3	5	0	0	0	1	0	0
TOTALS	1273	234	509	64	213	78	111	17	47
PERCENT OF TOTAL EMPLOYED	100	18.4	40.0	5.0	16.7	6.1	8.7	1.3	3.7

Special attention should be called to the fact that chain retail establishments provided part-time employment for large numbers of the young people attending school. The students who worked as waiters, short-order cooks, bus boys, dish washers, etc., did so in the main at inexpensive, fast-order restaurants: McDonald's, Shoney's, Pizza Hut, Shakey's, Dog N Suds, Bonanza, Burger King, Krystal's, Kentucky Fried Chicken, Jerry's, Wendy's, Western Sizzlin, etc. Nearly all of the students who worked at cashier/checkout counters, stocked shelves in retail stores, bagged groceries, etc., were employed by chain grocery stores, either the large retail outlets or the smaller quick-stop type: A & P, Delchamps, Jitney Jungle, Jr. Food Mart, Red & White, 7 Eleven, Sunflower, Winn Dixie, etc.

While not reported in tabulated form, but nevertheless relevant are the typical comments made by managers of chain grocery stores and quick-service restaurants during interviews conducted to collect data included in Table 10. The following are examples of expressions which suggest that the very nature of certain business operations enables certain employers to hire young people on a part-time basis with mutual benefit and convenience to the employer and the employee: "We stay open 24 hours a day, seven days a week. We stagger the work shifts of our 16 full-time employees. Fortunately our peak business periods come after school and normal work hours and on weekends when part-time workers are available." "During a given week, we employ 48 people part-time, over half of them students." "We could not stay in business without hiring part-time workers during peak business periods." "For every full-time employee, we hire five part-time." "Most of our full-time workers started here part-time while in school." "I started working here part-time my junior year in high school; I am now the manager."

As indicated earlier, students who were enrolled in cooperative vocational programs and thus working part-time, were not included in Tables 4, 5, and 6. The diversity of jobs held by the 167 cooperative students is shown by race and sex in Table 7. Again, age 16 is the accepted minimum age for admission to the cooperative program. Except for six who were 19, these students ranged from 16 to 18.

Black students in the cooperative program exceeded by approximately 50 percent their representation, both among other working students and in the student bodies of their respective schools. While blacks comprised 24.8 percent of the total population, approximately 20 percent of the secondary school enrollment in the region and 19.8 percent of working students not in the cooperative program, the 51 blacks reported in Table 7 account for 30.5 percent of the 167 students who were enrolled in the cooperative program. This over representation can probably be accounted for by an observation made by an assistant superintendent in one of the largest school districts in the region: "Many employers in our community are trying hard to open up employment opportunities for minorities and correct inequities of the past. They are especially interested in blacks who can qualify for our cooperative programs."

There are, in addition to the fact that blacks exceeded their representation elsewhere, some important differences between the entries

TABLE 7

DISTRIBUTION OF STUDENTS SIXTEEN THROUGH NINETEEN ENROLLED IN COOPERATIVE VOCATIONAL PROGRAMS BY OCCUPATION, RACE AND SEX, 1975-76

Occupation	Total Employed	White Males	White Females	Black Males	Black Females
Retail Sales, general	36	13	15	3	5
Food Distribution	21	16	2	1	2
Secretary	18	0	9	1	8
Clerk Typist	14	1	11	0	2
Cashier	13	5	4	2	2
General Office Work	13	2	4	4	3
File Clerk	8	0	5	1	2
Service Station Attendent	5	3	0	1	1
Custodial Service	5	1	1	1	2
Wholesale Sales	4	3	1	0	0
Cook/Chef	4	3	0	1	0
Journalist	3	2	0	1	0
Bank Teller	3	1	1	0	1
Travel Agent	3	2	1	0	0
Agricultural Production	3	2	0	1	0
Machine Operator, mfg.	2	1	0	0	1
Refrigeration Mechanic	2	1	0	1	0
Electrician	2	1	0	1	0
Greenhouse Management	2	1	0	1	0
Advertising Services	2	1	1	0	0
Auto Mechanic	2	1	0	1	0
Carpenter	2	1	0	1	0
TOTALS	167	61	55	22	29
PERCENT OF TOTAL	100	36.5	32.9	13.2	17.4

in Tables 6 and 7. Employment for black females in the cooperative program exceeded that for black males, while there were only 64 employed black females not in the cooperative program compared with 189 of their male counterparts. Among white males and white females in the cooperative program, employment ran 36.5 and 32.9 percent of the total while for other employed white students these percentages were 58.4 white male and 21.7 white female.

Absent from Table 7 are many of the more menial, unskilled occupations in which large numbers of students not in the cooperative program are employed. Furthermore, both male and female blacks in the latter program were employed in occupations on a level with those pursued by whites.

When the cooperative students as reported in Table 7 are combined with employed students reported in Table 6, the diversity of jobs held by youth in school is such that the identification of mutually exclusive alternative work experience programs is not feasible. Only rough, overlapping classifications seem to emerge as follows:

(1) Approximately 12 percent of the employed students age 14-19 were enrolled in cooperative vocational programs.

(2) Approximately 33 percent of those holding jobs were employed by chain retail establishments, primarily grocery stores and fast-service restaurants.

(3) Approximately 10 percent were employed by their schools in jobs funded primarily under the work study provisions in federal laws.

(4) Approximately 10 percent worked for their fathers or older brothers, primarily in construction, agriculture and lumbering.

(5) Approximately 10 percent could be considered self-employed: baby-sitting, newspaper delivery, odd jobs, mowing lawns, etc.

Before attempting to interpret the data presented in Table 8, attention is called to the fact that information came readily from the random sample of 100 students enrolled in cooperative programs in response to an instrument distributed to them by coordinators of these programs but returned by the students in confidence by the students to the investigator. This same approach utilized twice with a random sample of other working students yielded such a small number of useable returns that personal interviews and telephone calls were required over a period of time to obtain useable responses from 100 of them. Thus, no claim of random selection can be made.

In general, the cooperate students were far more definitive in responding to questions about their jobs than were other working students as shown by the "Undecided" responses reported in Table 8. In response to every question posed, fewer cooperative students checked "Undecided" than did their working counterparts not in the cooperative program. Cooperative students returned "Yes" responses to the various questions

TABLE 8

COMPARISON OF RESPONSES OF 100 STUDENTS IN COOPERATIVE WORK PROGRAMS AND 100 STUDENTS WHO MERELY WORK PART-TIME TO QUESTIONS ABOUT THEIR JOBS

Questions	Students in Cooperative Programs			Other Students Working Part-Time		
	Number Responding*:			Number Responding*:		
	Yes	Undecided	No	Yes	Undecided	No
Do you like your job?	88	4	8	43	18	39
Do you plan to follow your present type of work as a career?	84	6	10	28	26	46
Does your job increase your interest in school?	81	8	11	26	27	47
Does what you learn in school help you on your job?	82	3	15	34	22	44
Does what you learn on your job help you in school?	83	7	10	36	26	38
Does your employer encourage you to study hard in school?	85	10	5	55	27	18
Have your school grades improved since you got a job?	73	14	13	39	28	33
If you go to college, do you plan to work part-time at a job similar to your present one?	88	10	2	41	23	36

*Numbers are also percentages of each group.

about their jobs which ranged from 73 to 88, while the positive responses by their counterparts ranged from 26 to 55, with only one item drawing a "Yes" response from more than half of this latter group.

The instrument for collecting data reported in Table 9 included questions designed to obtain parents' responses to questions based on the ones raised with their sons and daughters who held part-time jobs. As was the case with students not in the cooperative program, difficulties were experienced in obtaining useable responses from 100 of their parents.

Parents of cooperative students responded to questions about the jobs pursued by their sons and daughters in the same general direction as did these young people. The "Yes" responses which came from 100 of these parents to the various items ranged from 71 to 95 as shown in Table 9. Likewise, 100 parents of students not in the cooperative program responded similarly to their offspring as they registered positive responses to the same questions about the jobs held by their children within a range of 30 to 50 when the one question drawing 85 "Yes" responses is excluded: "Do you encourage your child to study hard in school?" The two groups of parents also followed the lead of their respective sons and daughters when the parents of the cooperative students recorded "Undecided" responses within the range of 2 to 13 and the second group within the range of 6 to 31.

Whether real or imagined, youth, their parents and employers reported many obstacles to the practice of hiring youth on a part-time basis as shown in Table 10. Before summarizing the results reported in that table, the method of identifying the barriers listed in the first column and the procedure for getting responses should be explained. The following open-ended question was posed in person to from 50 to 80 members of each of the four groups indicated by the headings for the last four columns in Table 10: "In your view, what are the greatest problems, difficulties, or barriers faced by young people from age 14 through 19 as they try to get part-time jobs at which they can work while attending school?"

Not a single one of the respondents thought there were no barriers to youth employment. The items enumerated by the respondents ranged from one to fourteen. The barriers listed in Table 10 are the ones most frequently mentioned. These items were included in a check list which instructed respondents to check the important problems and barriers they thought students faced as they tried to get part-time jobs. This instrument, which also included space for open-ended responses or remarks, was mailed to 100 people in each of the four categories. After two additional mailings, personal interviews and numerous telephone calls, useable responses were finally obtained from 100 people in each of the four groups. Initially, members of each group were randomly selected, but by the time all responses were collected randomization was only partially achieved.

"Employer cannot pay minimum wage" was the barrier mentioned most frequently by the respondents, with 271 or 67.7 per cent of the 400 checking this item as shown in Table 10. Employers who do not hire

TABLE 9

COMPARISON OF RESPONSES OF 100 PARENTS OF STUDENTS IN COOPERATIVE WORK PROGRAMS AND 100 PARENTS OF STUDENTS WHO MERELY WORK PART-TIME

Question	Parents of Students in Cooperative Programs — Number Responding: Yes	Undecided	No	Parents of Other Working Students — Number Responding: Yes	Undecided	No
Are you pleased with the type of work at which your child is employed?	94	2	4	54	19	27
Would you like for your child to continue in his present type of work as a career?	81	8	11	49	23	28
Working part-time increases your child's interest in school?	86	4	10	30	19	51
Does what your child learns in school help him on his job?	89	6	5	36	20	44
Does what your child learns on his job help him in school?	82	7	9	40	31	29
Do you encourage your child to study hard in school?	95	0	5	85	6	9
Has your child's school grades improved since he got a job?	80	4	11	47	30	23
If your child goes to college, would you like for him to continue to work at a job similar to his present one?	71	13	16	50	23	27

TABLE 10

BARRIERS TO EMPLOYMENT OF YOUTH ON PART-TIME BASIS AS PERCEIVED BY YOUTH WHO SEEK EMPLOYMENT, BY PARENTS OF YOUTH WHO SEEK EMPLOYMENT, BY EMPLOYERS WHO DO AND BY EMPLOYERS WHO DO NOT HIRE YOUTH PART-TIME (NUMBER OF RESPONDENTS IN EACH GROUP: 100)

Barriers	Number of Respondents Who Listed Barriers				
	Total	Youth	Parents	Employers Hiring Youth	Employers Not Hiring Youth
Employers cannot pay minimum wage	271	68	43	71	89
Government regulations	202	28	37	56	81
Adult workers object	170	32	26	46	66
Hard times; no more jobs available	165	28	41	28	68
Kids' long hair, sloppy clothes	134	2	12	40	80
Hiring youth puts adults out of work	127	11	14	42	60
Too many accidents, damages	95	4	20	14	57
Business requires full-time workers	90	2	12	12	64
Youth require too much supervision	89	2	12	14	61
Child labor laws	83	0	9	26	48
Too many youth for jobs available	83	26	4	39	14
Hazardous occupations law	75	0	11	21	43
OSHA restrictions	64	0	4	23	37
Unions won't allow it	55	1	17	6	31
Hiring youth increases insurance costs	47	0	6	14	27

youth part-time expressed this most strongly when 89 of the 100 marked this as a barrier. Surprisingly, 68 of the 100 students agreed with this group of employers while only 43 of the parents concurred. Employers who do hire youth part-time seemed to recognize the minimum wage requirement as a major problem when 71 of them checked the item.

The general obstacle, "Government regulations," drew the second highest number of responses, 202 or 50.5 percent of the 400 checking this item. Again, the employers not hiring youth part-time marked this item more frequently than any other group, with 81 saying this is a major barrier, with 56 of the other employers, 37 of the parents and 28 of students concurring.

"Adult workers object" ranked third as a barrier, with 66 of the employers not hiring youth, 46 of the employers who do, 26 of the parents and 32 youth checking this item.

There are two barriers included in Table 10 which in combination probably present the greatest real obstacle of all in providing part-time jobs for all youth who seek work: "Hardtimes; no more jobs available" and "Too many youth for jobs available." The respondents as a single group seemed to accept the former as a major barrier when 165 of them checked the item and thus ranked it fourth. However, only 83 thought the latter a barrier to youth employment. Perhaps members of all four groups know first hand about hard times and recessions, but apparently parents and employers are not fully aware of the magnitude and impact of the post-World War II baby boom in which many of them participated and which resulted in a 53 percent increase in the 16-24 age bracket in the labor force in a single decade, the 1960's. Of interest here is the fact that only four parents seemed to think that there are too many youth for the jobs available and only 14 employers who do not hire youth part-time thought so. The students, 26 of them, and 34 of the employers who hire some of them saw this as a major problem.

The extent of agreement on some barriers and disagreement on others from one group to another is worthy of emphasis. Employers who do not hire students part-time pushed "Kids' long hair, sloppy clothes" to fifth place on the list when 80 of them joined 40 other employers who checked this as a major barrier. Only two students and 12 parents concurred. By contrast, many respondents in all four groups saw the minimum wage requirement as a major barrier to put it at the head of the list. Generally, students did not check as many barriers as did the other three groups, and the responses they did record showed some inconsistencies. For example, 28 checked "Government regulations" but none marked "Child labor laws," "Hazardous occupations law," or "OSHA restrictions."

Conclusions

The conclusions which can be drawn from the data and findings reported are presented in relation to the objectives of the study.

With reference to the incidence of employment by youth attending school the following conclusions are drawn:

(1) While displacement of youth who work part-time as they attend school occurs rapidly and abruptly during periods of recession, at a given time, even in an economically depressed area, many students in the 14-19 age range are likely to be working part-time: one out of twenty in the eighth grade, one out of sixteen in grade nine, one in thirteen in grade 10, one out of eight in grade 11, and with cooperative students included one out of four in the senior year.

(2) Even though 16 is usually considered the minimum employment age, students of ages 14 and 15 are likely to account for nearly a third of the total working while in school with the 16-19 age group accounting for slightly more than two-thirds of the student employment.

(3) Black female students at age 14 and 15 rarely work while attending school, and only one in twenty-seven of those in the 16-19 age range is likely to be employed in a depressed area unless in a cooperative program. Black males in both age ranges tend to approach representation among working students in approximately the same proportion as they are represented in the total population and in the total school enrollment.

(4) For each white female employed part-time while in school in a depressed area, there are likely to be three white males working.

(5) Employed males 16 through 19 tend to out number employed males 14 and 15 two to one, while the older white females out number their younger counterparts more than three to one.

With reference to the types of jobs held by school youth and the work experience alternatives open to them, the following conclusions are drawn:

(6) The jobs youth pursue while in school are highly diverse, but apparently opportunities for part-time employment are concentrated, both in terms of types of employment and with reference to types of business establishments which employ youth on a part-time basis. One in five employed youth will be working either in retail sales or in a custodial/janitorial assignment. One in three is likely to be employed by a chain establishment, either a grocery store or quick-order restaurant.

(7) Approximately nine out of ten boys engaged in construction are likely to be working with their fathers or older brothers. For those engaged in agriculture, however, only one in six is likely to be working on his family farm.

(8) Self-employment, in the sense that young people generate their own jobs and depend upon themselves to increase their income, is limited almost entirely to baby sitting, newspaper delivery and mowing lawns.

(9) Students enrolled in cooperative vocational programs generally pursue jobs more demanding and with higher career potential than do students who merely work part-time.

The following conclusions are drawn with reference to the reactions of working students and their parents toward the jobs youths hold in relation to their school studies and their career plans:

(10) The proportion of students in the cooperative vocational program who respond favorably to specific questions about their jobs is likely to be at least double that of other working students. In far greater proportion than their counterparts not in the cooperative program, cooperative students answer "Yes" to such questions as: Do you like your job? Do you plan to follow your present type of work as a career? Does your job increase your interest in school? Does what you learn in school help you on your job? Does what you learn on your job help you in school? Does your employer encourage you to study hard in school? Have your school grades improved since you got a job? If you go to college, do you plan to work part-time at a job similar to your present one?

(11) Parents of cooperative students express a very high regard for the work in which their sons and daughters are engaged and tend to view it positively in much the same manner as their offspring. Parents of other working students tend to agree with their offspring in expressing relatively low regard for the work their children perform while at tending school.

With reference to barriers to youth employment as perceived by students, parents and employers, the following conclusions are presented:

(12) Youth who seek employment, their parents, employers who hire youth part-time and employers who do not hire them all agree that there are many barriers to youth employment. All four groups agree that the greatest single barrier is the minimum wage requirement, with parents ranking this lower than the other three groups but with students in close agreement with both groups of employers.

(13) When responses from all four groups are combined, the barriers following the minimum wage barrier in order are likely to be: "Government regulations," "Adult workers object," and "Hard times; no more jobs available."

(14) No one of the four groups seemed to be acutely aware that the vastly increased numbers of youth entering the labor market during the 1960's and 1970's increased competition for entry jobs to the point that this represents a major barrier.

Recommendations

Based upon the findings and conclusions of this study, the following recommendations are presented:

(1) That school administrators, counselors and teachers make an annual survey of the work their students are doing outside of school and take the results into account in planning the in-school program.

(2) That the essential features of the cooperative vocational program and the procedures followed in conducting it be studied in detail with the thought of enhancing the work and school experiences of the vast majority of working students who are not now enrolled in a cooperative program.

(3) That teachers be encouraged to make adoptations in curricular activities to build a closer relationship between the school program and the work large numbers of young people perform in the community.

(4) That the school improve rapport with employers in the community and facilitate part-time employment on the part of large numbers of young people who want to work part-time, and in some cases must do so.

(5) That in collaboration with the local Employment Service Office, a junior placement office be established in the school.

(6) That school personnel become conversant with work permit and student/learner provisions in state and federal regulations in the interest of enabling young people to pursue entry jobs without running afoul of minimum wage and other regulatory restraints.